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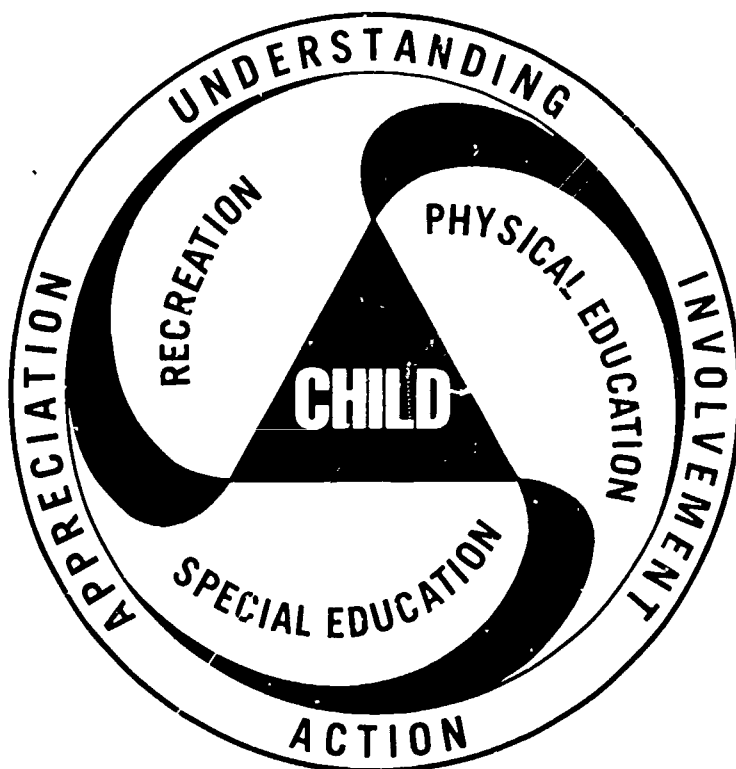
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ABSTRACT

This annotated, alphabetical listing of films provides current information about many 16mm films on physical education, recreation, sports, camping, outdoor education, perceptual motor activities, and areas related to these groups..New films and films not presently listed will be added at periodic intervals.. Included in each listing is the running time of the film and the address where it is available..Also emphasized in the annotation is whether the film is designed for people who work with impaired, disabled, or handicapped persons.. (Authors/JA)



**Information and Research Utilization Center in
Physical Education and Recreation for the Handicapped**

Sponsored by American Association for Health,
Physical Education, and Recreation

A Project of U. S. Department of Health, Education, and Welfare
Office of Education, Bureau of Education for the Handicapped

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ANNOTATED LISTING OF FILMS

PHYSICAL EDUCATION AND RECREATION
FOR IMPAIRED, DISABLED, AND
HANDICAPPED PERSONS

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May 1973

INFORMATION AND RESEARCH UTILIZATION CENTER
IN PHYSICAL EDUCATION AND RECREATION FOR
THE HANDICAPPED

Sponsored by

American Association for Health, Physical
Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

A Project of

U.S. Department of Health, Education, and
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Project No. OEG-0-72-5454-233563

American Association for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W. Washington, D.C. 20036

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INTRODUCTION

This Annotated Listing of Films on Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons provides current information about many 16mm films dealing with various aspects of physical education, recreation, sports, camping, outdoor education, perceptual-motor activities, and related areas for these groups. New films along with those not presently listed are to be reviewed and added at periodic intervals. This ongoing project is a direct result of many requests for information about films from people representing a variety of professional disciplines and specialties. Questions about borrowing, renting, or purchasing specific films should be directed to the organization or distributor listed for each film.

Each listing is appropriate for specific audiences or groups. Professional persons who deal with impaired, disabled, and handicapped persons, physical educators in general, adapted specialists in particular, community and therapeutic recreation personnel, general and special educators, volunteers, parents, and the general public will all find many of these films informative and useful. Many films are appropriate for viewing by classes in medicine, nursing, psychology, social work, and for clergymen. Others are useful for those involved in the public or mental health fields, or in welfare and rehabilitation work. Some can be used with high school classes and during career days. Films can be used in programs or film theatres at conferences, conventions, workshops, clinics, institutes, seminars, orientation sessions, inservice and preservice programs.

Because of the focus and direction of specific films and individual differences of persons involved in various fields that serve impaired, disabled, and handicapped persons, each film must be previewed before use. No single film will be helpful or satisfactory for everyone. Those which are appropriate for some will not meet needs of others. That which appeals to one will not appeal to another; effective approaches for some will be ineffective for others. Films cannot be selected and used on the basis of titles, broad generalizations, and generic categorical labels. Films must zero-in on characteristics, traits, abilities, and limitations of participants in specific programs, and of personnel who view them to help improve their services to impaired, disabled, and handicapped persons. Basic principles and rationale for which specific activities and approaches are developed must be adapted and applied to other situations and circumstances--those which specifically confront the viewer--to obtain greatest value from each film.

Films marked with an * are not specifically for persons who work with impaired, disabled, or handicapped persons. Yet, activities and approaches shown, concepts stressed, and lessons taught are applicable to and useful for those who work with special groups. This is particularly true of films dealing with movement activities, and exploration, basic skills, tumbling,

and perceptual-motor development.

Additional sources of films and other audiovisual materials are included so interested readers can obtain information about other aspects of programming for impaired, disabled, and handicapped persons. University, Regional, State, and Local audiovisual centers, instructional materials centers for exceptional children, commercial and semi-commercial distributors, local libraries, and public health agencies are helpful in providing information about audiovisual materials. Organizations and agencies such as National Association for Retarded Children, United Cerebral Palsy Association, Association for Children with Learning Disabilities, National Foundation and American Foundation for the Blind, dealing with specific handicapping conditions, can be very helpful, and are usually extremely cooperative in helping interested persons obtain films and other materials related to their specific concerns.

Readers are encouraged to send information about films, slide programs, videotapes, film or sound strips, and other audiovisual materials concerned with physical education, recreation, sports, camping, outdoor education, perceptual-motor development, and related programs for impaired, disabled, and handicapped persons to Director, Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, c/o AAHPER Unit on Programs for the Handicapped, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

ANNOTATED LISTING OF FILMS
ON
PHYSICAL EDUCATION AND RECREATION FOR
IMPAIRED, DISABLED and HANDICAPPED PERSONS

1. A Dream to Grow On (16mm, sound, color, 28 minutes).
Bone Film Service, 3132 M Street, N.W., Washington, D.C.

This film, narrated by former Olympic decathlon champion Rafer Johnson, shows 1,000 mentally retarded children running, jumping, swimming, and competing in other events in the 1968 Special Olympics in Chicago. It suggests that what happened in Chicago can occur all over the country as other communities become involved in Special Olympics programs. By showing retarded children in action, the film provides a better understanding of the potential growth of mentally retarded children. It emphasizes that when these children receive training, help, and understanding, and when they have opportunities to compete with other youngsters at the same level of ability, they can derive the same benefits from play and participation in sports as their nonretarded peers. The action unfolds in a wide range of athletic events--50 and 300-yard dashes, high jump, standing long jump, softball throw, gymnastics, trampoline, floor hockey, swimming, basketball, and football, along with the pageantry of the first Special Olympics.

2. A Time to Move (16mm, sound, black/white, 30 minutes).*
Early Childhood Productions, Box 352, Charsworth, California 91311.

This film focuses on the meaning of movement for three and four year old children. Movement is the first and deepest language of a child for its own sake and for what it achieves. Every skill shown consists of a group of coordinated simple skills. This was filmed at the University of California at Los Angeles Laboratory School.

3. Aids for Teaching the Mentally Retarded (16mm, sound, color, 38 1/2 minutes).
Thorne Films, Inc., 1229 University Avenue, Boulder, Colorado. (Available as one film or five separate ones.)

This series was developed to help fill deficiencies of resources available for in-service training in the field of mental retardation. The films were taken at Laradon Hall School for Exceptional Children, Denver, Colorado, to show a functional teaching approach that stresses gradual instruction, transition from one activity to another, and initial object-orientation from which abstraction may follow. Scenes show that trainable persons (IQ 25-50) can learn through a series of concrete, object-oriented retarded activities. Various mechanical devices used in this program to develop motor, sensory-perceptual and integrated motor-perceptual skills are unique in their application, but not in their availability. Many are being made by retarded persons in sheltered workshops. Construction often requires only basic knowledge of wood working, some inexpensive lumber, and paint.

Motor Training (Phase A, 11 minutes).

Shows how unique devices and exercises stimulate the passive child to initiate activities and help him understand cause and effect relationships. The crawling maze, stepping ladder, table swing, balance beam, and swimming tables are designed to improve locomotion, coordination, spatial orientation, and balance. Climbing obstacles, sinking tires, and off-centered tires introduce each child to a variety of sensations and experiences through which he may increase motor control and gain awareness of his body and what it can perform.

Initial Perceptual Training (Phase B, 7 1/2 minutes).

Illustrates activities involving various sensory areas to help improve perceptual skills. In matching cards, nuts and bolts, sound and weight boxes, a child learns to discriminate with respect to sight, touch, weight, and sound. Arranging colored nails on a painted board or aligning movable discs of a pattern column, help students develop manual dexterity and improve their hand-eye coordination.

Advanced Perceptual Training (Phase C, 9 minutes).

Building upon previous activities, new experiences that help each student make decisions and draw conclusions are shown. The child learns to manipulate such devices as the slot box and electric maze, which are adjusted to his level of dexterity and can be altered to challenge his increasing skill. The ferris wheel and jumping peg provide friendly competition among students and encourage rapid decision making. Counting pans teach quantitative relationships between numbers and objects. Number columns enable students to solve arithmetic problems of increasing difficulty.

Integrated Motor-Perceptual Training (Phase D, 6 minutes).

Emphasizes activities that integrate movement and perception. Shows specific values of activities noted below: hop scotch requires concentration and muscle coordination; roller skating promotes an awareness of the body and its capabilities; folk dancing teaches social courtesies and consideration for others; singing develops a sense of rhythm and improves auditory acuity; varied craft activities often provide clues to vocational aptitudes that can be developed by further training. Completed craft articles provide the student with tangible and satisfying evidence of his accomplishments.

Sheltered Workshop (Phase E, 5 minutes).

Shows how actual work experiences adjusted to levels of ability are offered to students in the training phase of the sheltered workshop program. Working on a sub-contract basis, they process products used by consumers. The work is divided into simplified steps that

can be mastered by the students. The operation is facilitated by the use of specially designed guiding devices. Proceeds are divided among trainees who enjoy being useful and productive wage earners.

4. And a Time to Dance (16mm, sound, black/white, 10 minutes).
Commonwealth Mental Health Foundation, 4 Marlboro Road, Lexington,
Massachusetts 02173.

Shows Norma Canner, one of the earliest dancers to use creative movement with children. In this film she works with two classes of retarded children--one class in an institution, one in a community nursery.

5. And So They Move (16mm, sound, black/white, 19 minutes).
Audio-Visual Center, Michigan State University, East Lansing, Michigan
48824.

Although this film deals with the application of movement to the physically handicapped, the rationale, activities, methods, and procedures are appropriate for mentally retarded of all functional levels. As each individual moves in his own way, he develops greater awareness of himself, struggles to succeed, and develops a feeling of adequacy. Children are encouraged to extend themselves in purposeful and enjoyable movement. They become better able to relate to one another, create their own play environment, enjoy trying, and thrill to the adventure of exploration. Much of the program is built around improvised equipment--boxes, blocks, hoops, ropes, and benches--innovative indoor obstacle courses, and creative use of conventional playground equipment.

6. An Assembly Program in Physical Education by EMR Children (16mm, silent, color, 10 minutes). Ridley School District, Folsom, Pennsylvania 19033.

Warm-up exercises, tumbling, stunts, apparatus, Indian Club activities, and ball routines are performed by educable mentally retarded children for public school assembly program. The performance is well received by an audience of normal children. It should help to dispel some fears about what retarded children can and cannot do.

7. Animal Capers for Fun and Fitness (16mm, sound, color, 12 minutes).
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

This film is intended to supplement a unit on animals. Children are shown making animal head pieces and then wearing them while they try to move like animals.

8. Anne Arundel County Special Olympics (16mm, sound, color, 12 minutes).
10621 Fable Row, Columbia, Maryland

Special Olympics Day at the United States Naval Academy, Annapolis, Maryland, features mentally retarded and physically handicapped children and young people competing in various track and field activities.

9. Anyone Can (16mm, sound, color 27 minutes).
Bradley Wright Films 309 North Duane Avenue, San Gabriel, California, or
California Association for Neurologically Handicapped Children, 6472 Will
Rogers Street, Los Angeles, California.

Additional insight is provided for physical development programs for educationally handicapped children. While primarily a teacher training aid, this film can be used as a guide by parents and persons involved in recreation or institutional programs. A variety of creative and innovative activities and approaches are demonstrated for each of four training components: rope-handling skills; ball-handling techniques; the stegol and its multiple uses; and trampoline activities. Emphasis is on problem-solving approaches, in which each child is encouraged to think and concentrate upon the tasks at hand.

10. Arts and Crafts for the Slow Learner (16mm, sound, black/white, 26 minutes).
SWS Educational Films, 3031 Kallin Avenue, Long Beach, California.

Values and contributions of arts and crafts to the total development--physical, social, emotional, and mental--of slow-learners and mentally retarded children are emphasized. Students in public schools--8-11, 12-14, and 15-18 years of age--participate in numerous arts and crafts activities including paper mache, finger painting, wet chalk drawing, potato carving, knitting, glass painting, bead stringing, wood burning, leather craft, copper tooling, clay sculpture, and loom weaving. Many projects shown are done with free or inexpensive materials and are correlated with different academic areas.

11. Automated Devices (16mm, sound, color, 15 minutes).
Warren Johnson, College of Health, Physical Education, and Recreation,
Preinkert Field House, University of Maryland, College Park, Maryland.

Shows several pieces of apparatus developed specifically to motivate children with various physical/motor problems, deficiencies, and difficulties. Apparatus include: Follow Me Balance Beam--lights come on to reinforce success as child moves along the beam; Walk Trainer--sound and light feedback are given to a youngster when he executes correct movements; Multi-purpose Rebound Box--light after each successful response stimulates the individual to continue to the next task; Walking Posture Training--channels or wires are used to assist a child in making appropriate movements; Crawl Trainer--pictures and similar devices are used to encourage a youngster to crawl.

12. Basic Ball Dribbling (16mm, sound, color, 10 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington
98102.

Shows a variety of ball handling activities designed to improve skills and to develop perceptual-motor abilities. Music and verbal directions are used to direct activities.

13. Basic Movement; Movement Awareness; Manipulative Skills; Functional Fitness (Super 8mm, silent, color, loop film cartridges).
Ealing Productions, 2225 Massachusetts Avenue, Cambridge, Massachusetts 02140.

A series of 24 loop films, each three to four minutes long, depicts kindergarden to second grade children in action, to show children and teachers a wide variety of activities and equipment with an entire class participating at one time. Problem-solving approaches are used throughout. Basic Manipulative Activities include yarns, balls, hoops, ropes, and wands, rolling and fielding, foot-dribbling and kicking, bouncing, hand-dribbling and catching, volleying, hitting, and throwing and catching; Functional Fitness includes balance, arms and abdominal strength, leg strength, flexibility, agility, and coordination.

14. Beginnings--A Film About Play (16mm, sound, color, 14 minutes).
Toy Manufacturers of America and distributed through Modern Talking Picture Service.

Shows and discusses children through studies of play. Play is treated as learning of the highest order; all play is approached as educational, developmental, and creative. Too often adults fail to view things from the child's constantly changing vantage point and consequently don't recognize various types and levels of play: physical/motor, sensory, creative/exploratory, artistic/creative problem solving, intellectual, fantasy/dramatic play, and organized games. Each type of play is essential and should be encouraged, stimulated, and promoted. Emphasis in play is upon the individual since every child develops at his own rate. Therefore it is important for the teacher to join in the experience and play with the child, not have him play with the teacher. Important reminders when playing with a child include: give him attention, enrich his play experience, add complexity slowly, let the child develop at his own pace, and encourage him to explore in his own way. Play is rewarding to all involved since it provides first hand experience and opportunities while education is second hand. Principles discussed apply to all children.

15. Bob and His Friends on the Playground (16mm, sound, color, 5 minutes).
Educational Materials Distributors, Weslaco, Texas 78596.

Desirable play concepts and practices are developed in a special elementary-level classroom by educable mentally retarded children. A young boy and his classmates are shown exercising, playing games, and participating in various sports.

16. Bright Boy-Bad Scholar (16mm, sound, black/white, 25 minutes).
Contemporary Films, 267 West 25th Street, New York, New York 10001.

Theory and practice involved in the Program of The Learning Clinic, Montreal (Canada) Children's Hospital is discussed by Dr. Sam Rabinowitz. Emphasis is on the variety of skills and abilities necessary to learn and

the many facets that make-up the intelligence of an individual. Shape discrimination, eye mobility, and left-right relationships are discussed in terms of their importance in learning to read; physical coordination is shown to be basic in learning to write. Simple tasks combining perception, interpretation, and action are shown as teacher and parent try to focus on what the child can do as well as what he can't do. The young child thinks with his muscles through movement and activity so that clumsiness, awkwardness, and lack of coordination are in reality weaknesses in thinking. The child must experience success since--emphasis is on ability--not disability.

17. Building Children's Personalities with Creative Dancing (16mm, sound, color, black/white, 30 minutes).*
- Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California.

Through creative dance, children are led through various activities that stimulate self-expression. The teacher's role in setting the climate for this learning experience is clearly demonstrated. Children are eager to dance but like most youngsters are embarrassed and tense. To help them overcome their inhibitions about dancing in a creative fashion, the teacher guides them through basic movements, praises them to build their confidence, and stimulates their imaginations with vivid word pictures. Children reveal deeper feelings, stamping, whirling, and leaping to express themselves, each in his own individual ways. Many of the approaches and techniques demonstrated are appropriate and applicable for mentally retarded children.

18. Camp Friendship (16mm, sound, color, 13 minutes).
- Minnesota Association for Retarded Children, 6315 Penn Avenue South, Minneapolis, Minnesota 55423.

Shows activities and programs conducted at a residential camp for mentally retarded children and adults owned and operated by the Minnesota Association for Retarded Children, Inc.

19. Camp Towhee (16mm, sound, black/white, 28 minutes).
- Mrs. Doreen Kronick, 306 Warren Street, Toronto, Ontario, Canada.

This film shows activities at a camp for children with learning disabilities. Illustrated are a multisensory approach for language problems, gross motor activities, perceptual activities, fine motor skill activities, swimming, and group recreation. Also included is a section on parent involvement and a studio discussion with Dr. Marvin Goodman.

20. Cast No Shadow (16mm, sound, color, 27 minutes).
- Professional Arts, Inc., Box 8484, Universal City, California.

This unique and dramatic film vividly depicts a wide range of recreation activities for severely and profoundly mentally retarded, physically handicapped, multihandicapped, and emotionally disturbed

children, teens, and adults at the Recreation Center for the Handicapped (San Francisco, California). Emphasis is on values of recreation and its effects upon lives of handicapped persons as an integral part of their total learning experiences and social development. Equally, it is about handicapped individuals, ages 2 to 85, as people. Enthusiasm, satisfaction, and enjoyment are shown on their faces as they participate in a variety of activities from snow skiing at Squaw Valley's Olympic Village to wheelchair surfing in the Pacific Ocean. Recreation Center for the Handicapped (#85 p.28) depicts this same program.

21. The Caswell Story (16mm, sound, color, 20 minutes).
Caswell Center, Goldsboro Highway, Kinston, North Carolina 28501.

Life at Caswell Center is described. Living areas, facilities such as the library, medical department, school and chapel; activities such as therapy, home economics, music, physical activities, and social events, and prevocational and vocational training are all shown. Many aspects of living at Caswell are shown in this brief overview of the Center.

22. Challenge: A Camp for All Seasons (16mm, sound, color, 12 minutes).
Easter Seal Society of Florida, 231 East Colonial Drive, Orlando, Florida 32801.

Camp Challenge is a recreation and rehabilitation facility in central Florida supported by the Easter Seal Society of Florida; its program is designed to challenge both children and adults with a variety of impairments and disabilities. A general camp program routine is followed for two-week sessions which provide opportunities for each camper to participate in many activities--arts and crafts, nature, aquatics, small craft, fishing, dancing, archery, bowling, and other recreational sports. The therapeutic design of the swimming pool affords multiple use; wooded and play areas complement nature and outdoor activities; an artificial lake creates opportunities for experiences in small craft and fishing; buildings are functional as well as aesthetic. A highlight of each session is a colorful Olympics in which all campers participate enthusiastically in competitive events by skill and ability levels. Emphasis is on personal concern for campers through a great deal of individual and group contact and interaction. Another feature of the camp is a Center for Learning and Training in which parents are actively involved with specialists in speech, hearing, and vision. A special camp session is held for stroke victims. Training implications for medical, paramedical, professional, and volunteer personnel are evident and mentioned; however, there is no elaboration on such program opportunities. The film presents camp facilities, shows campers in activities, and depicts a general overview of camp management and support, that will be useful for promotional purposes and general audiences.

23. Changing Expressions (16mm, sound, color, 20 minutes).
Education Service Center, Region XIII, 816 East 53rd Street, Austin, Texas 78751.

This film is concerned with evaluation and teaching methods used in

the Title III, ESEA federally supported research grant, Functional Concepts in Physical Education for Mental Retardates, at Austin State School (Texas). It shows how teaching is specifically planned by breaking down activities into small units that can be handled by the participant. Emphasis is on conducting a flexible physical education program and on developing each participant's personality through interaction, competition, and successful experiences. An earlier film developed in this project is entitled Patterns (#72 p.24).

24. Children Dance (16mm, sound, black/white, 14 minutes).
University of California, Extension Media Center, Berkeley, California 94720.

Participants from kindergarden to third grade classrooms are shown in an unrehearsed dance session, as part of the regular curriculum in a pilot program in Washington, D.C. Children explore space, time, and force through dance improvisations. The film is designed for dancers and teachers who want to introduce dance in the classroom.

25. Children's Physical Developmental Clinic (16mm, sound, black/white, 27 minutes).
Warren Johnson, College of Health, Physical Education, and Recreation, Preinkert Field House, University of Maryland, College Park, Maryland.

Shows a typical Saturday at the Children's Physical Developmental Clinic, University of Maryland. Discusses clinic population--youngsters with a variety of physical, mental, emotional, and social problems, difficulties, and deficiencies; the clinicians who serve the youngsters --undergraduate and graduate students at the University; and philosophy and operation of the Clinic itself. Children are shown participating in a variety of physical/motor activities designed to help them make friends with themselves and to assist them in sculpturing whole new selves; clinicians are described as catalysts in this process. Pre- and post-clinic sessions are shown as staff and clinicians plan the day and evaluate progress of specific children.

26. Circuit Training (16mm, sound, color, 21 minutes).
United Association for Retarded Children, 225 East Milwaukee Avenue, Milwaukee, Wisconsin 53202.

Shows and discusses practical and functional ways for teachers and students to set up regular classrooms for circuit training. Specific methods are introduced to meet special needs of mentally retarded youngsters: arrows direct movement from one station to another; charts and pictures depict activities at each station; music times action at each station; color coded cards differentiate repetitions for individual students. A class of trainable to severely retarded boys and girls are shown participating in a circuit consisting of activities such as bar press, box step of 6", 12", and 18", sit-ups, medicine ball exercise, half-squat with bar behind thighs; push-up or modified push-up, and bar curl. Shows different levels of ability and ways in which activities are modified to reflect individual differences.

27. Come On Carrie, Come on (16mm or video, sound, color, 27 minutes).
Special Olympics, Inc., The Joseph P. Kennedy Jr. Foundation, 1701 K Street,
N.W., Washington, D.C. 20006.

Includes a general introduction to the area of mental retardation and discusses the contribution physical activity and the Special Olympics make to development of retarded children. The story itself is about a nine year old girl with Downe's syndrome. Emphasis is on keeping retarded children in the community.

28. Community Adaptive Recreation Program for the Handicapped. (16mm, sound, color, 7 minutes).
Recreation and Adult Division, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, Wisconsin.

Emphasis on providing a balanced teaching and training developmental program through recreation; it is based upon activities sponsored by the Recreation and Adult Division, Milwaukee Public Schools. Keys to the program are embodied in adaptation, imagination, and ingenuity; games and equipment are custom made where needed and necessary. Program and activity are designed to meet individual needs and satisfy personal interests so that each child is encouraged to act; staff patience and kindness encourage and motivate many youngsters so they can and do return to the regular program. Paraprofessionals and volunteers play important roles in conducting the program so fun activities become learning activities. Active participation leads to greater mobility, manual competence, language development and usage, and social interaction by the youngsters. Basic philosophy of the division and this program is to provide opportunities for these children to do things that can be done by any other child, emphasizing that these youngsters are people first and handicapped second.

29. Creative Body Movements (16mm, sound, color, 11 minutes).
Martin Moyer Productions 900 Federal Avenue E., Seattle, Washington 98102.

Primary grade children express themselves and develop perceptual-motor attributes through movement and a problem solving approach.

30. Dance With Joy (16mm, sound, color, 13 minutes).
Documentary Films, 3217 Trout Gulch Road, Aptos, California 95033.

Racially and socio-economically integrated group of two-and-a-half to four-year-old children respond to the inner stimuli of music and rhythm in an experimental early childhood education program. The films suggests that children are natural dancers when given the opportunity and that they need to be quickened from within and allowed to move in their own ways. An experienced teacher of dance for young children creates an environment which they find spontaneous, bubbling, unadulterated expression for their own deeply felt language of movement. Interspersed in the film are scenes showing the dance teacher working with

older elementary children to illustrate the longitudinal effectiveness of her philosophy of movement and dance. The brief narration, occurring at three different points in the film's development, emphasizes the consultant's philosophy that when the teacher creates an uninhibiting atmosphere in which the child's own way of moving is stressed, and in which no standards of achievement are set, the child becomes free to Dance with Joy. The philosophy, activities, methods, and approaches are very applicable to and appropriate for youngsters with various handicapping conditions including the mentally retarded, emotionally disturbed, and physically handicapped.

31. The Decision (16mm, or Super 8mm, sound, color, 25 minutes).
Cinema Pictures, Inc. 10712 Noble Avenue, Mission Hills, California 91343.

This is a complete factual, and fully documented educational career film about physical therapy as a profession. Training, skills, educational requirements, and career opportunities are shown with actual patients and physical therapists in three areas of work: a private office, a general hospital physical therapy department, and a homecare program.

32. Demonstration Lesson in Physical Education (16mm, sound, black/white, 28 minutes).
Audio Visual Studio, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

This film shows approaches, techniques and some of the activities used by Ernie Davis in the physical education program at Crowley Special School, St. Paul, Minnesota. IQ's of participating children range from 50 to 80 (mean of 72) while their mean chronological age is about thirteen. Activities demonstrated include: responding to commands; lining up and counting off; running relay races; participating in circle games; organizing squads; using innovative and creative warm-up activities; teaching tumbling activities--shoulder roll, progressively to the hand stand; and doing partner stunts. Valuable, practical, and highly motivating teaching procedures and methods are used throughout the demonstration lesson. Much emphasis is placed on physical education as an integral part in the total learning process and in presenting skills that can carry-over to other areas.

33. Developmental Physical Education (16mm, sound, color, 28 minutes).
Simenson and Johnson, Box 34, College Park, Maryland.

Sequentially arranged motor development activities in a school for trainable mentally retarded children 6 to 15 years of age are demonstrated by students serving as instructors in a special clinic at the University of South Florida.

Activities presented in appropriate sequence and meaningful progressions help youngsters to follow directions, achieve success, confidence, become more cooperative, and gain physical fitness and motor ability. Most activities

shown do not require expensive or extensive equipment. Teacher-leader participation, ingenuity, and sincere interest in the children are clearly evident. Enjoyment, pleasure, and fun are reflected through the spontaneity of children's participation, nature of their comments, and expressions on their faces. The philosophy embodied in the final words, "To move is to live and to enjoy the quantity and quality of life," is shown in action for all to see and incorporate into their own programs.

34. Discovering Rhythm (16mm, sound, color, 11 minutes).*
Universal Education & Visual Arts, 221 Park Avenue S., New York, New York 10003.

Children demonstrate that rhythm is an outgrowth of normal locomotor activities such as walking, running, jumping, hopping, skipping, galloping. Children are taught basic concepts relating to rhythm.

35. Everbody Wins (16mm, sound, color, 22 minutes).*
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California 91775.

Methods, activities, procedures, and techniques of reaching individual children through active participation in physical education are vividly shown in this film. It includes ways and means to recognize a child's readiness for specific activities, to consider his previous experience in these and related activities, and to allow for experimentation to meet individual needs and differences. Logical sequences and progressions from the easiest level to the complex and sophisticated are presented for ball activities, including handling, catching, throwing, and kicking, along with a series of running activities. Concepts introduced and discussed can be applied and adapted to other activities, skills, and movement programs not included in this film. Emphasis is on the practical, functional, and logical with much use made of homemade, improvised, easily obtained, and inexpensive equipment and devices. Direct and indirect application can be made to all children including impaired, disabled, and handicapped.

36. Explorations (16mm, sound, black/white, 26 minutes).*
Film Library, New York University, 26 Washington Place, New York, New York 10003.

Exploration is shown as the language of movement. From verbal cues students explore concepts such as push, pull, spin, wiggle, roll, crawl. As various movements are discovered they are combined into the beginnings of composition with two persons carrying on a movement conversation. Emphasis is on the expressiveness of movement in all its unlimited varieties.

37. Exploring Movement Through Bicycle Tires (16mm, silent, black/white, 12 minutes).*
Dick Bergner, Greendale, Wisconsin.

Various uses of bicycle tires in physical education activities are

shown. Included are individual exercises, races, balancing, combatives, stunts, and games. Storage, safety, and decorating tires are also discussed.

38. Floor Hockey (16mm, sound, color, 15 minutes).
Canadian Association for Mental Retardation, Kinsmen NIMR Building, York University, 4700 Keele Street, Downsview, Ontario, Canada.

Floor hockey is an excellent team activity for both trainable and educable mentally retarded youngsters. This film, aimed directly at players, provides sequences and progressions to help introduce and expand this activity in physical education and recreation programs in public school and community recreation settings. Ways of adapting teaching methods to meet varied needs and abilities of retarded participants are a major contribution of the film. Segments of the film deal with equipment (stick, puck, goalkeeper's face mask) and skills needed to succeed in the activity (checking, stick handling, shooting, face off, and passing). Climax of the film is the Special Olympic Floor Hockey championship between Philadelphia and Montreal in Maple Leaf Gardens, Toronto.

39. For Today and Tomorrow (16mm, sound, color, 15 minutes).
Cinema Pictures, Inc., 10212 Noble Avenue, Mission Hills, California 91343.

This recruitment film is designed to appeal to high school and junior college students considering a career in physical therapy. It traces a college freshman from a fall from a surfboard, to the hospital where she receives physical therapy, and then through her own training as a physical therapist.

40. Fun With Parachutes (16mm, sound, color, 12 minutes).*
Documentary Films, 3217 Trout Gulch Road, Apton, California 95003.

The film offers a visual presentation of selected parachute activities that add a new dimension to all levels of the physical education program. It shows how parachutes can be used to develop strength and endurance, teamwork and cooperation, while having fun. Suitable for use with large groups, the parachute can be used for both structured game situations and creative activities. Because of its tremendous versatility and universal appeal, parachute play has been used effectively with all types levels and ages of impaired, disabled and handicapped persons.

41. Game of the Year (16mm, sound, black/white, 15 minutes).
Jim Ennis, Director of Health, Physical Education, Athletics, and Recreation, Everett Public Schools, Auditorium Building, Everett, Washington 98201.

Shown is a special basketball game between residents of Rainier School (Buckley, Washington) and Lakeland Village (Medical Lake, Washington) played in Everett, Washington. Both schools were invited to participate to provide a new educational experience for their residents. In addition to

the basketball game, children had an opportunity to participate in a parade, talent show, and dance as well as spending a night away from their respective institutions, eating in a restaurant, and in general participating in activities involved in their game of the year.

42. Halfway There (16mm, sound, color, 15 minutes).
The National Foundation-March of Dimes, 800 Second Avenue, New York, New York 10017.

Rehabilitation care at the Birth Defects Center in Charlottesville, Virginia is depicted. Patients of different ages and with various disabilities receive physical, recreational, emotional, and intellectual training needed for them to lead meaningful lives outside the Center.

43. HAP -- America at Its Best (16mm, sound, color, 27 minutes).
Columbia Forum Productions, 10621 Fable Row, Columbia, Maryland 21043.

The Handicapped Athletic Program (HAP) has shown that mentally and physically handicapped youngsters can help each other. HAP, a community project in Anne Arundel County (Maryland), teaches mentally and physically handicapped children and young people to help each other through sponsoring and supervising such athletic contests as softball, basketball, and bowling, as well as social affairs such as parties, banquets, and picnics. Participants in HAP practice teamwork by encouraging one another in their ball games and by openly showing affection for teammates; they are taught to be patient with those who are slower to learn and to tolerate unusual game rules which help players with less ability--e.g., one softball rule allows poor players six strikes while good players get only three. HAP has brought a sparkle of life to many children who previously shut themselves in a mental closet because the world offered them no normal social contact. Youths who could only stagger now run and jump with abandon. This film vividly portrays the physical and social therapy for mentally and physically handicapped children and young people provided by HAP's team-oriented athletic program.

44. Hi -- Look Us Over (16mm, sound, color 22 minutes).
Canadian Association for Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario, Canada.

Athletic competition for retarded children in Canada, including track and field, floor hockey, and swimming in the Special Olympics, is shown. General information on mental retardation and need for retarded persons to have a chance to participate in physical activity programs are also discussed.

45. Innovations on Elementary School Physical Education (16mm, sound, color, 30 minutes).*
Crown Films, West 503 Indiana Avenue, Box 890, Spokane, Washington 99210

Produced as part of an ESEA Title III Project granted Washington State University to conduct an experimental program in the

elementary schools of Pullman, Washington, this film depicts a wide variety of activities and equipment for K-6 program from ideas gleaned from Vic Dauer's world travels. Many of the activities, methods, procedures, devices, and approaches have been used successfully with children having various handicapped conditions especially the mentally retarded.

46. In--Out--Up--Down--Over--Under--Upside Down (16mm, sound, color, 9 minutes).*
ACI Films, 35 West 45th Street, New York, New York 10036.

Each of these words is introduced and reinforced by sound, action, and the super-imposed word to an original and catchy musical score. Although this is one of eleven titles in the Starting to Read series designed to introduce words and concepts to beginning readers, there are many subtle and underlying implications for coordinating physical education and classroom activities in this area. Many of the activities presented to develop these particular concepts are play and activity oriented--swimming, camping, outdoor education, ball activities, stunts, and tumbling. In addition to being directly applicable to and usable in classrooms, many ideas of relating activities to teaching and/or reinforcing other concepts are provided which are effective with all children including impaired, disabled, and handicapped.

47. Into the Sunlight (16mm, sound, color, 15 minutes).
Ontario Association for Retarded Children, 55 York Street, Toronto 1,
Ontario, Canada.

Canada's first professionally produced film on mental retardation shows Summer Camp at Belwood, Ontario, for retarded children.

48. In Touch: Movement for Mentally Handicapped Children (16mm, sound, black/white, 28 minutes).
Concord Films Council, Nacton, Ipswich, Suffolk, England.

In the first part of this film, made by students and staff members of the National Association for Mental Health's Teacher Training Course, using children from Bush Training School, Bristol, England, students training to teach mentally handicapped children explore many ways in which movement can help them establish contact with the children. A great deal of emphasis is placed upon movement as a means of communication for children who find speech difficult. Students work with partners and balance with and support each other to convey a sense of security and confidence. Mentally handicapped children, like very young children, particularly need this sense of physical security. The students explore more sensitive, expressive, and dramatic ways of relating to others. In the second part of the film, each student discovers how different parts of his own body can move, and becomes more aware of himself. When a mentally handicapped child develops an awareness of his body, he strengthens his sense of being a person. Finally, each student works with a child partner. Through moving together, students build the children's confidence, helping them to concentrate, and encouraging them to experience new ways of moving.

The film shows how students can get a deeper insight into individual children, by using the language of movement.

49. Introduction to Body Movements (16mm, sound, color, 10 minutes).*
General Learning Corporation, The Library, 267 W. 25th Street, New York,
New York 10001.

Speed, direction, and force of movement emphasizing freedom and efficiency are presented. Instruction, with slow motion analysis, is given for basic locomotor movements such as walking, hopping, running, jumping. Some movement exploration using obstacles to obtain control of movement is also included along with some application of learned movements through pertinent group activities.

50. Just for the Fun of It (16mm, sound, color, 18 1/2 minutes).
Orange County Department of Education (Educational Media Center), Civic
Center Drive, Santa Anna, California.

Presenting a series of physical activities for mentally retarded children, this film provides ideas and activities from the most simple to complex. Teachers of mentally retarded children will learn how a physical education program can become more meaningful and important. They will see what can be taught to and accomplished by these children (CA 5 to 21, MA and physical maturity 2 to 12) in physical motor activities. Activities in the following areas are shown: posture improvement, balance training, body awareness, spatial awareness, anticipation and timing training, group participation, increasing attention and lengthening interest span, muscle strength and endurance. Creativity should be stimulated, since many activities shown are done with inexpensive, easily obtained, and highly motivating pieces of apparatus.

51. Learning Through Movement (16mm, sound, black/white, 32 minutes).*
S-L Film Productions, 5126 Hartwick Street, Los Angeles, California
90041.

An eight-month experience in creative dance with children grades 1-6, show their physical, emotional, and intellectual involvement by exploring a multiplicity of learning concepts.

52. Long Rope Jumping (16mm, sound, color, 17 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington
98102.

Long rope jumping promotes agility, rhythm, timing, and alertness of participants; it can involve entire classes or be limited to small groups. Included in the film are variations in number and formation of rope activities thus increasing the challenges of jumping.

53. Looking for Me (16mm, sound, black/white, 29 minutes).
New York University Film Library, 26 Washington Place, New York, New York
10003, University of California, Extension Medical Center, Berkeley,
California 94720.

Use of dance and movement as therapeutic tools is explained by a dance therapist reporting on a research project in which she investigated therapeutic benefits of patterned movement in her work with normal preschoolers, emotionally disturbed children, autistic children, and adult teachers. Gives particular emphasis and consideration to movement as an alternative to traditional approaches for reaching children with specific problems. Shows personal and individual growth as children become more conscious and aware of themselves and their bodies, share experiences with others, and exhibit self-discipline through greater confidence and self-assurance. Places special emphasis on importance of recognizing ways in which children communicate through body language. Stresses activities and expressions that are meaningful to the child. Shows dance and movement to be effective methods of dealing with children so they can learn to feel comfortable with themselves with as little conflict as possible between body and emotions. Body language is felt to be the basis for real communication and the first step in total integration as well as verbal language. Especially for those for whom growing is a painful experience, various body movements become important activities and experiences in the long developmental journey from infancy through childhood to adulthood.

54. Little Marty (16mm, sound, color, 5 minutes).
The National Foundation-March of Dimes, 800 Second Avenue, New York,
New York 10017.

Marty, eight year old poster boy of the National Foundation, was born with no arms, one leg shorter than the other, and other birth defects. With artificial arms and a built-up shoe, he feeds himself, paints, types, swims, plays softball, soccer, cards, and his great determination and courage are truly inspirational. In general is treated as normal as possible by his parents, brothers, and friends.

55. The Madison School Plan (16mm, color, sound, 18 minutes).
Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood,
California 90028.

The Madison School Plan describes an innovative learning center concept providing for the education of exceptional children in a setting allowing free flow of children between regular classes and specialized facilities. It shows the elimination of traditional disability grouping for all but administrative purposes and illustrates an instructional program linked to a continuous assessment of those educational variables which operate to hinder performance of exceptional children in regular classroom. Labels are done away with as children move progressively through three levels--pre-academic I, pre-academic II, and academic I--to the regular classroom (academic II). In each of the levels youngsters are given increasing opportunities to function in groups with less

individualized attention and support, and to use regular lessons and curriculum materials. Tangible rewards are reduced as youngsters move toward regular classroom placement.

56. Maybe Tomorrow (16mm, color, sound, 28 minutes).
Adventures In Movement, 945 Danbury Road, Dayton, Ohio 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, role and contributions of AIM are vividly shown. AIM began in 1958 in Dayton, Ohio, to provide movement experiences for all children with various handicapping conditions. Today housewives, social workers, and others with interest in and commitment to helping these youngsters volunteer their talents, services, and their total selves. Throughout the film AIM instructors show many innovative, original, and effective ways of reaching and teaching youngsters with these various conditions. Emphasis is on use of basic movements, importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and use of approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so she too can contribute. Shown are scenes from the annual summer seminar where AIM personnel meet to exchange ideas and share their experiences to improve, enrich, and expand opportunities for all youngsters. Gene Kelly narrates the film but the mission and the impact of the program and movement are expressed at the end of the film by a young girl on crutches who confidently says, "I can walk all by myself."

57. Mechanical Capers for Fun and Fitness (16mm, sound, color, 12 minutes).
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

Through observation, study and imitation of highway construction and related equipment, children not only learn about the equipment but also how they move as they try to imitate the movements themselves.

58. Movement Education (16mm, sound, color; six films, 25-40 minutes each).
Audio-Visual Center Simon Frazier University, Burnaby 2, B.C.

The series of six films for K-6 includes: (1) Introduction to Movement Education; (2) Teaching Direction and Level; (3) Teaching Awareness of Body Movements; (4) Teaching Qualities of Body Movements; (5) Ideas for Theme Development; (6) Use of Small Apparatus.

59. Movement Education in Physical Education (16mm, black/white, 10 minutes).
Gay Amato, Louise Duffy School, West Hartford, Connecticut.

Movement education is interpreted through narration in question-answer form. Two men teachers from the program provide much information on a variety of activities for K-6. The film demonstrates the methodology of the problem-solving approach and emphasizes the importance of a well-

structured learning environment.

60. Movement Experiences for Primary Children (16mm, sound, color, 17 minutes).*
Department of Instructional Media Distribution, Atgled 114, Northern Illinois University, DeKalb, Illinois 60115.

The need for children to move and to learn to move well is emphasized through a problem-solving approach to teaching.

61. Movement Exploration (16mm, sound, color, 22 minutes).*
Documentary Films, 3217 Trout Gulch Road, Aptos, California 95033.

The film shows the concept of movement exploration in action as it deals with various motor skills; designed for K-6 teachers, it demonstrates a wide range of activities involving primary and intermedia children including locomotor activities, ball handling, hula hoops, jump rope, apparatus, and spatial awareness. Each child is separately engaged in analyzing the problem and seeking a solution within the limitations of his own physical and mental abilities.

62. Movement Exploration: What Am I? (16mm, sound, color, 11 1/2 minutes).*
Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025.

Based on knowledge of the positive relationship between sensorimotor activities and perceptual development, this film provides exciting motivation for children and is also an excellent guide for teachers. In exploring movement, children improve their motor coordination, clarify their concepts of direction and space as related to themselves, and promote development of perceptual skills which effect their ability to read and write. Experiences in movement explorations show children that they can move both like people and like birds, animals, and machines. Studying movements of things around us, and moving as they do, can be fun as well as helpful in developing skills.

63. Movement in Time and Space (16mm, sound, black/white, 30 minutes).*
Time-Life Films, Inc., 43 West 16th Street, New York, New York 10011.

This film, treating movement exploration activities in an elementary school in Bristol, England, shows students using movement to discover new aspects of space around them and the speed at which they move through it. They work alone, with or without music, attempting to express ideas through movement. Youngsters are also shown working in groups exploring movement harmony.

64. Movigenic Curriculum (16mm, sound, black/white, 41 minutes)
Bureau of Audio-Visual Instruction, P.O. Box 2093, 1312 West Johnson Street, Madison, Wisconsin 53706.

An experimental curriculum for children with learning disorders is explained. Shown are a variety of movement activities emphasizing muscular

strength, balance, body awareness, spatial awareness, visual training, auditory dynamics, kinesthesia, tactual dynamics, bilaterality, rhythm, flexibility, and motor planning.

65. Moving is Learning (16mm, sound, color, 18 minutes).
Suite 322, 88 Eglinton Avenue, East, Toronto 315, Ontario, Canada; or
Dr. Brian Cleary, American International College, Springfield, Massachusetts
01109.

The film demonstrates methods of assisting perceptually handicapped children through perceptual-motor retraining techniques at a visual learning center.

66. New Experiences for Mentally Retarded Children (16mm, sound, black/white, 36 minutes).
Film Production Service, State Department of Education, Richmond, Virginia.

Classroom activities and a summer camping program are integrated into a meaningful learning experience for a class of trainable retarded children enrolled in a public elementary school. Shown in the film are: (1) classroom work which preceded the camping experience, (2) teachers meeting with parents to acquaint them with the camp program, and (3) children participating in many camp activities emphasizing each as a learning experience. Also shown are nightly staff conferences to evaluate the day's activities and to plan the program for the next day.

67. New Horizons for the Retarded Child.
Norman Luenfeld, NBC Enterprises, National Broadcasting Company, 30 Rockefeller Plaza, New York, New York.

This is a series of ten half-hour television programs dramatizing new avenues available to persons training or teaching mentally retarded children. While the purview of the series includes all aspects of mental retardation, academic education and physical education are the two principal subjects. In particular, some new techniques in physical education, fitness, and recreation for retarded persons are demonstrated. The series features visual techniques and one-third of the time is devoted to presenting films in color, most of which were specially produced; several 16mm documentary films evolved from this series. The series include the following programs:

No. 1. New Horizons for the Retarded Child serves as an introduction to the series and features a specially created twenty-minute color film about Becky Cole, her mother and father, sister and brothers, and her speech training teacher. This intimate and true presentation pictures a typical down's syndrome child.

No. 2. The Preschool Retarded Child treats the life of the family with a retarded child. In addition to the preschool years, the program considers the educational and vocational prospects of the child and problems of parents who may not have total community support.

No. 3. I.Q.--Questionable Criterion attacks the problem of classifying children as retarded simply on the basis of their I.Q.'s. Error is quite possible and this can be a disaster to the stigmatized child and his family. More sophisticated methods are available and described.

No. 4. Multiple Handicaps deals with the problems of multiple handicapping conditions in which one of the afflictions is retardation. This program focuses on the Recreation Center for the Handicapped, San Francisco, and shows the effective and dynamic approach this agency has devised in working with multiple handicapped persons of all ages.

No. 5. Educating the Retarded Child considers academic training of retarded children as new, fruitful techniques are explored.

No. 6. P.E.--Lever to Learning is concerned with physical education, fitness, and recreation and demonstrates that physical education and recreation can aid substantially in fostering other learning activities. A specially made film emphasizes novel, inexpensive, and creative equipment and methods which can be used in teaching retarded children.

No. 7. The Neurological Approach shows one application of neurological approach in teaching motor activities. A film about a special physical development clinic at the University of Southwestern Louisiana is included.

No. 8. The Packwood Experiment features the Packwood Experiment and Dr. James Oliver, Birmingham, England. Through use of extensive physical education methods and activities, a group of mentally retarded youngsters showed remarkable progress--including significant intellectual gains.

No. 9. Camping for The Retarded demonstrates on film how a residential camp for retarded children can be successful. Some of the financial problems involved in community oriented programs for retarded youngsters are also considered.

No. 10. Newfangled Ideas on Mental Retardation includes a specially made film dealing with Research on Perceptual-Motor Theories. Guests representing various agencies discuss "What does tomorrow hold for mentally retarded persons?"

68. The Pacemakers -- Lady Allen of Hurtwood (16mm, sound, color, 15 minutes). Central Office of Information, Hercules Road, Westminster, London, England, or The British Embassy, Washington, D.C.

A new playground designed especially for handicapped children is shown and discussed. Based on idea of lots of space and freedom of movement it

offers play opportunities for children with a variety of handicapped conditions who are usually overprotected at home. It not only challenges children in terms of activity but also provides a place where they can engage in social interaction with their peers.

69. Paralympics (16mm, sound, color, 13 minutes).
Chairman, United States Wheelchair Sports Fund, 40-24 62nd Street,
Woodside, New York 11377.

The film takes the viewer on a trip with the United States Wheelchair Team, selected by a national committee, and composed of men and women with paraplegia and post polio paraplegia, from their assembly point at the Bulova School in New York to the Paralympics held in London in 1963. Competition among teams from 30 nations is shown covering such events as wheelchair basketball, archery, table tennis, swimming, darchery, weight-lifting, lawn bowling, shot-put, javelin, discus and wheelchair slalom. The film is educational and can be used in schools at all grade levels, including colleges and universities, particularly those with professional preparation programs in physical education, recreation, and special education. The film demonstrates fully the adapted sports program, both nationally and internationally while conveying the story of rehabilitation.

70. Paralympics - Israel 1968 (16mm, sound, color, 10 minutes).
Chairman, United States Wheelchair Sports Fund, 40-24 62nd Street,
Woodside, New York 11377.

The history of the Paralympics and the competition at the games in Israel are shown. Featured is competition by men and women with paraplegia and post polio paraplegia in such events as swimming, track and field, weight lifting, fencing, archery, darchery (a form of precision archery), lawn bowling, table tennis, wheelchair slalom, pentathlon, and wheelchair basketball. This film can be used in schools at all grade levels, including colleges and universities, particularly those with professional preparation programs in physical education, recreation, and special education.

71. Partners in Play (16mm, sound, black/white, 20 minutes).
United States Public Health Service, Audio-Visual Center, Chamblee, Georgia.

Experiences of personnel at Parsons State Hospital (Kansas) in successfully obtaining a community recreation department's cooperation and support for integrating 65 mentally retarded and 70 non-retarded residents in a standard summer camping program are shown and discussed. Included are sequences depicting methods, approaches, and procedures used in organizing and administering the camp, orienting the staff, and conducting activities. Emphasis is on effective activities and approaches and the role of play in growth and development of all children, including the mentally retarded.

72. Patterns (16mm, sound, color, 17 minutes).
Education Service Center, Region XIII, 816 East 53rd Street, Austin, Texas 78751.

The focus of this film is on need for physical education for trainable severely and profoundly mentally retarded persons. Featured is the Title III physical education program at ESEA Austin (Texas) State School. Physical activities and equipment are demonstrated, showing how they promote motor development and improve physical fitness of retarded persons. Steps involved in effecting positive behavioral changes in severely and profoundly retarded individuals through the medium of physical education are explained. The physical education staff is seen in actual teaching sequences which illustrate why a particular activity is included in the program. Residents with widely differing skill levels and a variety of activities, including an improvised and homemade obstacle course, are shown. Another film developed in this project is entitled Changing Expressions (#23 p. 9).

73. Perc! Pop! Sprinkle! (16mm, sound, color, 11 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

This film provides a series of visual experiences for children to perceive. Based upon their visual perception of these experiences, they are asked to interpret physically (motorically) each experience. Finally, through repetitive group practice in the variety of movements and with assistance from the teacher, children develop a feel for the various movements. Conceptualization is manifested when children are able to look at one of the items in the movie, retain the information for a short time, and finally to recall and demonstrate the movement. Children are guided to self-direction in this explorative activity.

74. Physical Education at Packwood School (16mm, silent, black/white, 15 minutes).
Consultant, Programs for the Handicapped, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Shows an authentic record of types of activities used by Dr. James N. Oliver in his study of mentally subnormal adolescent boys at Packwood School, Birmingham, England. The whole film was taken in one day during the seventh week of a ten-week experimental period. The film is a chronicle of this ten-week program and includes the gymnastic table, strengthening activities, log exercises, roadwork, remedial gymnastics, partner work, special fitness activities, and games.
Note: A taped narration accompanies this film which can be played during the showing or used to become acquainted with the film to prepare one's own narration.

75. Physical Education for Blind Children (16mm, sound, color, 20 minutes)
Charles Buell, 4244 Heather Road, Long Beach, California 90808.

Visually handicapped school children of all ages are shown participating in a wide variety of physical education activities. The film presents approaches to modify activities so visually handicapped children can participate with their sighted classmates. In other sequences, visually handicapped children take part in activities with no modifications at all. The importance of physical activity for visually handicapped children is stressed, along with contributions of active participation in physical education to social development, leisure-time pursuits, and physical fitness. Need for safety is highlighted, as is the fact that statistics do not show a high accident or injury rate among visually handicapped children who take part in vigorous physical education programs.

76. Physical Education: Lever to Learning (16mm, sound, color, 20 minutes).
Stuart Finley, 3428 Mansfield Road, Lake Barcroft, Falls Church, Virginia 22041.

Emphasis in this film is on use of wholesome, vigorous physical activity as a means of motivating and challenging mentally retarded youngsters to improve performance and to stimulate total growth and development. Breadth of activities is such that all retarded children regardless of age, background, experience, or functional level, can find ones in which they can achieve and succeed. Primary and intermediate educable youngsters are shown negotiating obstacles on an improvised confidence course consisting of tires, ropes, ladders, a softball backstop, hurdles, a jungle gym, and a balance beam. Advanced elementary school educable youngsters are shown participating in indoor activities involving chairs, logs, ropes, and balance boards.

77. Physical Education Program for Mentally Retarded (16mm, silent, color, 15 minutes).
Anthony Mannino, Psychologist, Ridley School District, Administration Building, Morton Avenue, Folsom, Pennsylvania 19033.

The physical education program for mentally retarded students in Ridley Public Schools, Folsom, Pennsylvania, has been built upon the concept of neurological organization as developed at Institutes for the Development of Human Potential, Philadelphia, Pennsylvania. Descriptions of the program shown in this film deal with psychological and physical evaluation; neurological tests include those for dominance of hand, foot, and eye; teaching techniques stress crawling, creeping, skipping, coordination, eye dominance, and balance. Initial evaluation and a re-evaluation are important inclusions. All activities shown are consistent with the Doman-Delacato rationale.

78. Physical Performance of the Mentally Retarded (videotape, sound, black/white, 90 minutes).
Apply to WGBH-TV, Boston, Massachusetts.

This videotape records the complete session on Physical Performance of the Mentally Retarded at the Third International Scientific Symposium on Mental Retardation, April 11, 1966, in Boston, Massachusetts. Presentations include "The Nature of Physical Performance in the Mentally Retarded" by Frank J. Hayden; "The Factor Structure of Motor Abilities of Educable Mentally Retarded Children" by G. Lawrence Rarick; "The Physical Performance of Retarded Children: Diagnosis and Prescription" by Jack Keogh; "Current Status of Research on Physical Activity for the Retarded" by Julian U. Stein, and "Recreation for the Severely Mentally Handicapped" by James N. Oliver. Note: A quadruplex videotape machine is necessary for showing. It is possible to make a tape-to-film transfer so conventional equipment can be used. Details should be obtained from local audiovisual personnel and/or staff at WGBH-TV, Boston.

79. Physical Performance Test (16mm, sound, black/white, 19 minutes).
Aims, Box 1010, Hollywood, California 90028.

The physical performance test shown in this film requires little time, ordinary facilities, and a minimum of knowledge on the part of the teacher. Designed to help identify underdeveloped students and to assess and adapt programs, it contains five events: bent knee sit-up, standing long jump, pull-up, side step, chair push-up, and six minute jog/walk.

80. Pine School Summer (16mm, sound, black/white, 10 minutes).
James Andrews, 219 River View, Iowa City, Iowa 52240.

This film records two phases of a summer school outdoor education program for culturally disadvantaged educable mentally retarded children. Phase I deals with instruction in the classroom and on the playground in science, recreation, camping, and homemaking as each relates to camping and outdoor education. In Phase II, nature activities, hiking, fishing, other types of recreational activities, and camp chores are shown in the camp setting. Phase III, not shown in this film, consists of a reevaluation of participants and their evaluation of the project.

81. A Program of Development Motor Activities (16mm, sound, color, 22 minutes).
Patricia Johnson, Department of Physical Education for Women, University of Southwestern Louisiana, Lafayette, Louisiana.

A program of developmental motor activities built around the concept of neurological organization as practiced at the Developmental Clinic, University of Southwestern Louisiana, Lafayette, is presented. Fundamental to this approach is the premise that neurological organization is essential to visual perception, spacial relationships, reading skills, and writing, and that an improvement in neuromotor area should contribute

to increased performance in academic areas as well. Four recognized levels of development--moving arms and legs without forward movement; crawling; creeping; and walking--are demonstrated by student clinicians who are working with youngsters in different activities and with a variety of approaches which promote neurological organization.

82. Programs for the Perceptually Handicapped (16mm, sound, color, 20 minutes). Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069.

Shows and describes the program for perceptually handicapped children in Cook County (Illinois) Schools. It emphasizes situations in which perceptual handicaps are often hidden, i.e. children who are not blind but cannot see, are not deaf but cannot hear, are not retarded but cannot learn. The human potential of these children can be salvaged through appropriate educational procedures. Special methods and equipment are shown in the film and the role of the teacher, therapist, and principal are discussed.

83. The Proud Ones (16mm, sound, color, 13 1/2 minutes). Montana Film Productions, 1236 Helena Avenue, Helena, Montana 58601.

Purposes, reasons, and values of active participation by mentally retarded youngsters in sports, athletics, and other fun activities are presented in terms of Montana Special Olympics. Boys and girls are shown swimming, running, jumping, and throwing in competition as well as eating, dancing, socializing with others, relaxing, and having fun. The traditional Olympics parade and lighting of the flame are inspiring. Swimming and track and field events are shown as vehicles for participants to establish goals that are important to them as individuals, to have a sense of belonging, to experience success, and to stand tall in victory or defeat. As youngsters leave for home each shows a new-found sense of independence, a personal feeling of accomplishment, and pride in having done his best.

84. Ready, Set, Go. 1969. Two instructional television series for closed circuit use in large school systems.* National Instructional Television Center, Box A, Bloomington, Indiana 47401.

Includes two series (Levels I & II) of television lessons, 20 minutes each, on basic movement approach to elementary school physical education for primary children. A manual with guidelines for supplementary lessons each week, provides continuity for a year's curriculum. Developed in consultation with the American Association for Health, Physical Education, and Recreation.

85. Recreation Center for the Handicapped (16mm, sound, color, 23 minutes). East of the Mississippi River apply to Audio-Visual Studio, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; west of the Mississippi River apply to Mrs. Morris Pomeroy, Director, Recreation Center for the Handicapped, Great Highway near Sloat Boulevard, San Francisco, California.

Founded in 1952, the Recreation Center for the Handicapped provides year round programs for severely handicapped participants of all ages. The program stresses achievement of happiness and contentment as each individual, regardless of his condition, learns to do for himself and to stand on his own two feet. The film shows participants active in checkers, music activities (tamborine and bongos), clay work, outdoor activities, table games, wrestling, swimming, fishing and casting, woodworking, play-ground activities, snow and winter activities, and dancing. Some of the many ways in which the participants help each other are vividly shown.

86. Retardation Research (16mm, sound, color, 7 minutes) Stuart Finley, 3428 Mansfield Road, Falls Church, Virginia 22041.

Featured is a special research project sponsored by the Pennsylvania Department of Public Instruction in which the Doman-Delacato Theory of Neuropsychology is applied to trainable mentally retarded children in public schools. Activities shown in the film include crawling and creeping, monocular and binocular visual pursuit, auditory and tactile stimulation, kicking and throwing with dominant part, those emphasizing cortical hemispheric dominance, and bilateral reinforcement. No assessment of the program is made although comments by the teacher reflect progress of specific children.

87. Rhythmic Ball Skills (16mm, sound, color, 11 minutes). Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

The film shows children in first and third grade participating in ball handling activities designed to help them see, hear and feel directions of up and down, right and left, and to learn concepts of clockwise and counterclockwise, around and between, over and under by manipulating a ball and directing their bodies through these movement patterns. A progressive sequence is also shown to help adapt these skills to sports and games.

88. Roadwork (16mm, silent, black/white, 15 minutes). Dr. James N. Oliver, School of Education, The University, Birmingham 15, England.

Roadwork combines use of different types of movement with interesting and challenging physical activities. A typical roadwork session with mentally retarded boys is shown including ambling, fast or race walking, jogging, trotting, sprinting, skipping, hopping, bounding, running backwards, and crawling. Various partner activities, stunts and tumbling

activities, formal exercises, calisthenics, combatives, and self-testing activities are shown. Full use is made of the natural environment including fallen tree trunks, small ditches, hills, and trees. The film shows how activities and this environment can be integrated into a vigorous, challenging, and interesting activity emphasizing fitness and skill development. Note: A taped narration accompanies this film which can be played during the showing or used to become acquainted with the film to prepare one's own narration.

89. Rope Skipping (16mm, sound, color 16 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

The film demonstrates rope skipping as a physical education class activity. It contains a description of a variety of skipping steps and a short discussion of values of rope skipping.

90. The Santa Monica Project (16mm, color, sound, 28 minutes).
AIMS Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California 90028.

The Santa Monica Project engineered classroom demonstrates a clearly designed set of educational procedures easily applied to typical public school classes for educationally handicapped and/or emotionally disturbed children 6 to 15 years of age. It is designed to bring overt behavior of children into line with minimum standards required for learning. The program helps lengthen children's attention span, promotes successful accomplishment of carefully graded tasks, and provides an environment with rewards and structure. The hierarchy of educational goals described includes the following sequence: attention, response, order, exploratory, social, mastery, achievement. Each student works within this structure at tasks for which he is rewarded in terms of attaining goals and fulfilling objectives in which he needs special attention. Although many of these children may regress and take a step backward, this program and special approach is designed to help him then take two forward.

91. Sensorimotor Training (16mm, sound, color, 24 minutes).*
Valdhere Films, 3060 Valleywood Drive, Kettering, Ohio.

Shows and describes philosophy and training methods used to help pre-school children develop sensory skills and physical coordination. The Dayton, Ohio, public school program is used for demonstration.

92. Sensoritonic Readiness (16mm, sound, black/white 22 minutes).
Pathway School Resource Center, Box 181, Norristown, Pennsylvania 19404.

Several academic implications and applications of motor skills practiced at the Pathway School are illustrated. Emphasis is on goal-directed movement program contributing to academic progress.

93. Shape of a Leaf (16mm, sound, color, 30 minutes).
Campbell Films, Saxtons River, Vermont 15154.

The sensitive responses of retarded children to various types of art training are revealed in the film. The artistic creativity and the individuality of style that these children possess in common with all children are demonstrated. Filmed at Perkins School, the following art mediums are shown: perception training boxes, painting, creative stitching, weaving, batik, ceramics, and puppets; art experiences are also related to other activities through verbalization and music.

94. Show Me (16mm, sound, black/white, 30 minutes).
United World Films, Inc., 221 Park Avenue, South, New York, New York

This film deals with some of the basic motor problems of severely retarded children (I.Q. 20-45). Filming was done at Wood County Retarded School (Ohio) with children (CA 6-14) who did not participate in a regular physical education program at the school. Many activities were new to these boys and girls who had their first exposure to them during the filming itself. The major teaching method employed and demonstrated involves exploration of movement. Sequences include activities which emphasize (a) movement in space, (b) time elements in movement, (c) force variations, (d) movement integration, (e) handling and manipulating objects, (f) rhythmic and creative expressions, and (g) partner work. Through active participation, body image, body control, coordination, and object exploration are promoted. Creative use of simple, easily obtained and improvised objects is shown as a method of making the approach more meaningful to each child.

95. Space for the Mentally Retarded in South Dakota (16mm, sound, color, 20 minutes).
Thomas Schienost, State Department of Health, Mental Retardation Planning Office, Pierre, South Dakota.

Discusses mental retardation--what it is; statistics and prevalence; employment possibilities; importance of team approaches in diagnosis; role of associations for retarded children and other state agencies; unique contribution of day care centers, residential facilities, public school special education, foster homes, work-study programs, and sheltered workshops. It also touches upon the importance of guidance in leisure activities and in helping retarded persons through recreation programs. Developed to provide citizens of South Dakota with a better understanding and appreciation of mental retardation and its many related problems, it has general applicability to other parts of the country, both rural and urban.

96. Specific Sports Skills (16mm, sound, color, 20 minutes).*
Documentary Films, 3217 Trout Gulch Road, Aptos, California.

Applies movement exploration specifically and successfully to

teaching volleyball skills and activities. Layne Hackett shows that movement develops sequentially from self-discovery through a transitional phase to specific sports skills. As objectives of movement education becomes more refined, teaching method becomes more analytical and directed. In teaching for transfer of skills, there is a combination (1) movement exploration in which structured formations are kept to a minimum, an adequate supply of equipment is available, and teachers challenge students to respond and then evaluate their responses, and (2) coaching specific sports skills in which demonstrations are used when these are most effective and efficient, individual analysis and assistance are given when needed, solutions to problems are confined to rules of the game, and only one correction or progression is presented at a time.

97. Splash (16mm, sound, color, 21 minutes).
Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.

Exciting, stimulating, and fun ways to use water environments--pans, sprinklers, wading pools, and swimming pools--and aquatic activities to introduce and reinforce a variety of concepts are presented to subtrainable-severely mentally retarded and multiple handicapped children in practical, functional, and meaningful ways. Emphasis on developing self-help skills, such as undressing and dressing, paying attention and responding to directions through simple instructions and signals, improving kinesthetic awareness and balance with aquatic games and water exploration, stimulating language development by talking about things, promoting breath control by bubbling and blowing, sharpening visual and auditory discrimination by retrieving objects from under-water and with different games, and encouraging memory and attention through most all games and activities. In addition to readiness activities, academic concepts such as counting along with words like empty/fill, push/pull, toward/away, touch/grasp, and hold/drop are presented to an experienced by the children with feeling in a water environment. Water offers a tremendous motivation for learning that has been relatively untapped, and yet it is so simple and inexpensive! The children in the film show that it's fun to learn to splash and to splash to learn--developing swimming skills is an added and often unexpected bonus!

98. A Song for Michael: A Demonstration of How Music Therapy is Used To Develop Language in a Multiply Handicapped Boy of Fourteen (16mm, sound, black/white, 22 minutes).
Music Therapy Center, 840 Eighth Avenue, New York, New York 10019.

This film presents a condensation of one actual music therapy session. It demonstrates how music is used at the Music Therapy Center as a functional tool to promote emotional and social growth as an adjunct to psychotherapy. Even in the space of one session, Michael displays the bewildering variety of symptoms and responses on which his conflicting diagnoses of autism, schizophrenia, brain

damage, and mental retardation were based. The viewer sees how the therapist deals with the many levels of behavior in terms of the goals of establishing and strengthening associative thinking and eliciting communication. More than a dozen songs and games are used in this film and out of their phrases, rhythms, and meaning are devised materials for facilitating interplay, establishing identity, and achieving autonomy. Despite some production flaws--the photographer's too frequent use of the zoom lens results in some distracting out-of-focus frames--the film is well worth seeing, especially by therapists, special education teachers, and others who work with mentally disturbed children. The film is intended for professional audiences rather than for the general public.

99. Swimming for a Congenital Quad Amputee (16mm, silent, black/white, 10 minutes).
Instructional Media Center, University of Texas, University Station, Austin, Texas 78712.

Illustrates development of swimming and diving techniques by a congenital quad amputee in a college physical education program. Procedures utilized for developing propulsive movement in water with use of various size swim fins and use of inner tube strapping to hold fins on upper arms as well as thighs are shown. Teaching techniques of arm and leg movement are also shown individually and in combination with use of the crawl stroke. Front dive, back dive, and flips are performed. Prior to participating in this swimming program the young man had never been in a swimming pool without a life jacket for support; since the program he has never used such devices.

100. Teaching the Mentally Retarded Through Music (16mm kinescope or videotape, sound, black/white, 30 minutes per program).
Governor's Interagency Council on Mental Retardation, 1001 Main Street, Room 205, Columbia, South Carolina 29201.

In each of four presentations, Dr. Richard Weber explains and demonstrates his approach to teaching mentally retarded children through music. By using a simple six note scale and combining letters, numbers, and other symbols, Dr. Weber shows how music becomes a motivator for developing writing and reading skills as well as a stimulus for better self-control. Dr. Weber points out that the method requires a minimum of supervision and that most teachers, parents, or volunteers can achieve similar results without specialized music background or training.

101. Therapeutic Camping (16mm, sound, color, 28 minutes).
Eastern States--Department of Health and Welfare, Office of Health and Education, Augusta, Maine; National Association for Mental Health, 267 West 25th Street, New York City; New York University Film Library, 26 Washington Place, New York City; Education Film Library, Syracuse

University, New York; Ohio State University, Columbus; The Devereux Foundation, Devon, Pennsylvania; Bureau of Mental Health Services, Harrisburg, Pennsylvania; and Audio-Visual Aids Library, Pennsylvania State University, University Park. Southeastern States--Audio-Visual Bureau, Extension Division, University of North Carolina, Chapel Hill. Southern States--The Devereux Schools, Victoria, Texas; Division of State University, University Park. Southeastern States--Audio-Visual Bureau, Extension Division, University of North Carolina, Chapel Hill. Southern States--The Devereux Schools, Victoria, Texas; Division of Extension, Visual Instruction Bureau, University of Texas, Austin. Mid-West States--Maurice Iverson, Assistant Director, Bureau of Audio-Visual Instruction, University of Wisconsin Extension Division, P.O. Box 2070, Madison. West Coast--The Devereux Schools, Santa Barbara, California.

Although this film is built around a case study of Tom, an emotionally disturbed boy, rationale, philosophy, activities, approaches, and values derived from the camping program depicted are equally appropriate and applicable for those with other handicapping conditions. Emphasis is on a pre-planned, multidisciplinary attack in planning, and implementing a program designed to meet needs of each participant. A variety of activities is shown and discussed in terms of their social, physical, and emotional contributions to each camper. The program makes every effort to remove an individual's negative attitudes and behavior patterns by stressing the positive.

102. Therapy Through Play (16mm, sound, color, 27 minutes).
Richard Switzer, Human Resources Center, Albertson, New York 11507.

Physically handicapped children, many of whom were not accepted by New York Public Schools, are shown participating in a variety of physical activities. Children in wheelchairs are seen taking part in touch football, soccer, swimming, cage ball, miniature golf, bowling, relays, and fencing. Philosophy of the program dictates integrating occupational therapy and physical therapy through physical education and recreation. Activities are selected on the basis of their contribution to the growth and development of each participant, not on the basis of whether they are specifically for physically handicapped or mentally retarded persons. A variety of adaptations and modifications in physical education is shown, along with ways in which other areas of the curriculum are approached--driver education, science, and home economics.

103. Thinking--Moving--Learning (16mm, sound, color, 20 minutes).
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California 91775.

Basic motor activities that contribute to total growth and develop-

ment of children are demonstrated in this film. Emphasis is on the fun and success children have in performing and achieving in innovative, creative, and easily designed activities. Although many specific methods, approaches, and easily obtained devices are shown, viewers are encouraged to develop programs and procedures of their own. Representative activities are shown on the balance beam or walking board, in movement exploration with balls, and ropes, on mats, with shapes and numbers painted on the playground, on bouncing apparatus, with form perception boxes, and over obstacle courses. Activities stress improving motor skills, developing perceptual abilities, and fostering confidence and self-image.

104. Thursday's Children (16mm, sound, color 29 minutes).
Swank Motion Pictures, Inc., 201 South Jefferson Avenue, St. Louis,
Missouri 63166.

This film deals with the importance and influence of the first four years in a child's total growth and development. Although normal growth patterns are presented, emphasis is upon deficiencies in which youngsters with normal intelligence exhibit abnormal growth patterns. Causes and effects of developmental lags and deviant behaviors are discussed in terms of predicting high risk youngsters with motor problems, gross and fine motor difficulties, communication problems, memory deficiencies, short attention span, distractibility, hyperactivity, poor hand-eye coordination, organizational disability, and emotional overlays. Assessment and diagnostic procedures at Miriam Diagnostic Pre-School, Webster Groves, Missouri, are presented in terms of major program objective--eventually to enroll in regular schools. Standardized test results are used as indicators and for supportive evidence while observation, learning profiles, and flexibility are stressed as major assessment procedures. Peer teaching is used in which a child strong in a given area or skill works with one weak in that same area or skill. Limited free play provides opportunities for choices within boundaries that youngsters can tolerate and handle. Much emphasis is placed on the role of the teacher as the key to controlling group interactions, promoting self-confidence and relieving fears among children. Throughout the film importance of adaptability, flexibility, cooperation with other agencies, and individualization is stressed. This film is appropriate for any group--lay, student, or professional--to obtain practical information and insights into problems children face in growing and developing and ways to prevent and remediate these conditions.

105. Time Is for Taking (16mm, sound, color, 23 minutes).
Stuart Finley, 3428 Mansfield Road, Lake Barcroft, Falls Church, Virginia
22041.

Focusing on Camp Kentan, located in Middleburg, Virginia, and sponsored by the Northern Virginia Association for Retarded Children, the film uses actual events as they occurred in everyday camp

situations to provide a realistic insight into the world of the retarded child. Problems are honestly presented and dealt with by the counselors, many of them teenage volunteers.

106. Tinikling: The Stick Dance (16mm, sound, color, 10 minutes).
General Learning

The film shows Tinikling -- Phillipine Stick Dance, Bamboo Hop -- a rhythmic activity performed by a dancer moving over two long poles being hit together in rhythm. Background information is given about the dance itself and a progression of lead-up activities are shown. Importance of balance and timing is emphasized as various steps are shown. The film also includes a discussion of good procedures for those having difficulty and for those not familiar with the dance.

107. To Lighten the Shadows (16mm, sound, black/white, 20 minutes).
Bert Lunan, Coordinator, Information Center-Recreation for the Handicapped, c/o Little Grassy Facilities, Southern Illinois University, Carbondale.

Built around the First Institute for Camp Directors and Staff held at Little Grassy Facilities, Southern Illinois University, Carbondale, (March 1963), this film combines scenes from institute sessions with planned activities for retarded youngsters. Boys and girls are seen in such typical camp activities as riding the bus to camp, arts and crafts, horseback riding, weiner roast, nature crafts, singing activities, fishing, self-testing activities, and circle games. Outstanding teachers from the field provide information about retardation, a rationale for recreation programming for retarded children, information about staff and leadership, and ideas about coordination between camp and home.

108. To Paint Is To Love Again (16mm, color, sound, 21 minutes).
Charles E. Conrad Films, 6331 Weidlake Drive, Hollywood, California 90028.

This film was inspired by the art work of mentally retarded children displayed in an exhibit of the Exceptional Children's Foundation (Los Angeles). It is designed to inspire others as it did Mr. Conrad, who spent six months on a full-time basis with a teacher and her class of mentally retarded children. The film shows what can be accomplished through great dedication, unremitting effort, and love. Some insight can be gained into the techniques used by the teacher and which made these accomplishments possible.

109. To Taste Victory (16mm, sound, color, 18 minutes).
Audio-Visual Department, Parsons State Hospital and Training Center, Parsons, Kansas 67357.

Tells the story of fourteen boys from Parsons (Kansas) State Hospital and Training Center, who competed in the Southwest Regional Special

Olympics in Tulsa, Oklahoma. It relates to each individual boy and that one instant when he could taste victory.

110. Tools and Learning (16mm, sound, color, 27 minutes).
Kingsbury Center, 2138 Bancroft Place, Washington, D.C.

A sculptor and master artist introduce elementary school children to academic skills through woodwork. The children concentrate on making a product such as a chair, table, boat, or musical instrument while the sculptor concentrates on such learning processes as coordinating eye and hand, planning, organizing, and understanding sequences, and the relationship of the parts to the whole. As the children work, they acquire solid academic skills and reading foundations. The children are introduced to new fields of knowledge. A young boy and girl begin to understand anatomy as they make chairs to fit their bodies. Another child makes a musical instrument and learns about vibrations of sound. Two boys build a rowboat and learn about principles of physics. Each student takes home not only a product to use and skills that can be applied to many other situations, but also the knowledge that "I can do it!" The film documents Kingsbury Center Lab School's successful use of the arts as a central part of elementary education and urges the increased involvement of artists as part-time teachers in the early grades.

111. Toymakers (16mm, sound, black/white, 27 minutes).
Smith, Kline, and French, Medical Film Center, 1500 Spring Garden Street, Philadelphia, Pennsylvania 19101.

Illustrates and discusses needs and nature of persons in residential facilities for the mentally retarded by showing brief incidents in the lives of several residents in a progressive facility. Three principal themes are emphasized: (1) Programs in modern residential facilities seek to develop the potential of every resident at every level, treatment of basic conditions and training toward self-reliance are goals of modern care. (2) Staffs of residential facilities have professional skills to meet many needs of residents. However, parental love, need for family contact, and individual attention from volunteers must be planned as part of the total program. (3) Although certain residents are prepared by staff for community life, this can only be accomplished if communities are aware of a retarded person's needs, and provide special facilities to meet these needs.

112. Tumbling "The Forward Roll" (16mm, sound color, 11 minutes).
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

The film is designed to encourage elementary classroom teachers to initiate a tumbling program. The forward roll is isolated and a progressive method of teaching it is shown. This activity is then developed into a tumbling unit based upon the roll.

113. Tumbling II (16mm, sound, color, 11 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

This film illustrates a variety of basic tumbling skills and the progression involved in teaching these skills.

114. Tune Into Fitness (16mm, color, sound, 28 minutes).
State Department of Education, Tallahassee, Florida 32304.

Vividly describes and shows comprehensive physical education program as developed under Title III ESEA project at Melrose Park Elementary School as part of Suwannee Area Physical Education Program. Many innovative, homemade, improvised, and inexpensive pieces of equipment are shown throughout. Apparatus has been scaled to size and ability of children; emphasis is on what not to do as well as what to do on each item. Throughout it is obvious that children are tuned in and turned on by the variety of activities, approaches, and opportunities provided--fitness is obviously fun to these children. Carry over, life-time recreational skills and sports are an important part of the total program. Workshops and clinics are held for teachers in other counties served by the project so similar programs can be introduced throughout this section of Florida. Children from special education classes participate in both general and special classes as part of the comprehensive program. Obvious concern to and consideration of children's interests developmental progressions, creative approaches, and the exhilaration of fun are obvious and evident throughout the film.

115. Up and Over (16mm, sound, color, 25 minutes).*
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California.

The stegel, a versatile, rugged, and safe piece of physical education equipment is thoroughly described and illustrated in this film. With a minimum of effort and time the stegel can become a jungle gym, parallel bars, balance beam, horse, horizontal bar, or some exotic device assembled by the children themselves. Parts can be raised or lowered on three levels, making the apparatus adaptable for children of any age or ability. Classroom teachers can supervise play on the stegel and feel confident while children explore, solve problems, and accept increasingly difficult challenges. The stegel can be arranged in sections for circuit activities. Focus is on the child and on meeting individual differences and needs. Activities are built around the seven natural movements--crawling, hanging, climbing, jumping, swinging, vaulting, and balancing. Combinations and complicated coordinated movements result from the synthesis of various simple and low-level skills, patterns, and movements.

116. Visual Perception and Failure to Learn (16mm, sound, black/white, 20 minutes).
AIMS Instructional Media Services, P.O. Box 1010, Hollywood, California 90028.

This film illustrates how learning failure and/or poor behavior in young children is often due to a hidden handicap such as a deficiency in visual perception. The film draws attention to necessity for adequate diagnostic procedures and remedial training when learning does not take place, suggesting feasibility of introducing perceptual training into regular school curricula. The film demonstrates effects of different visual disabilities upon performance and behavior of children in a regular classroom and in a center for remedial education; explains that good visual perception is not dependent upon good eyesight, but upon the brain's ability to interpret the incoming visual stimuli; shows how process of perceiving consists of a number of distinct abilities, each of which affects the child's ability to learn in distinctive ways; and outlines and demonstrates a preventive and remedial training program.

117. Visual Perception Training in the Regular Classroom (16mm, sound, black/white, 23 minutes).*
- AIMS Instructional Media Services, Box 1010, Hollywood, California 90028.

Shows how a program for training in visual perception can be integrated with the regular public school curriculum at the kindergarten and early elementary grade levels; techniques and principles also apply to Head Start Programs and those of residential facilities and day care centers. The film shows step-by-step training including use of three-dimensional materials and training in body awareness and directionality as well as two-dimensional pencil and paper exercises. Training is integrated with both receptive and expressive language skills with particular emphasis upon vocabulary denoting size, shape, position in space, and relationships in space. Areas discussed are: eye-motor coordination, figure-ground perception, constancy of visual perception, position in space, and spatial relationships.

118. A Walk in Another Pair of Shoes (35mm filmstrip or 35mm slide with synchronized cassette tape; color, 18 1/2 minutes).
California Association for Neurologically Handicapped Children, Film Distribution, P.O. Box 604, Main Office, Los Angeles, California 90053.

This program, narrated by Ernie Ford, was produced to alleviate the problem of teasing educationally handicapped children by regular school children. A secondary goal was to communicate to teachers and others who work with these children how it feels to be a child with learning disabilities. Focusing on an educationally handicapped boy, the problems of visual and auditory perception and impaired muscle coordination are illustrated as they occur in the classroom and on the playground. The dialogue repeatedly calls the viewer's attention to

how it would feel to be educationally handicapped. The handicapped child's potential to excel in music, art, or science is illustrated. Reference is made to several well known people who have been identified as having learning disabilities. The film suggests how a normal child might be a friend to a handicapped child and illustrates ways he might help him to bear or overcome his handicaps. The story is held together with the theme of the old Indian prayer, "Great Spirit, grant that I may not criticize my neighbor until I have walked a mile in his moccasins." The melody for the theme song, "A Walk in Another Pair of Shoes," was composed by Dean, the educationally handicapped child about whom the story was written.

119. We Can Grow (16mm, color, sound, 13 minutes).
ACI Films Inc., Distribution Center, P.O. Box 1898, 12 Jules Lane,
New Brunswick, New Jersey.

This is a film about impaired and disabled children and how they--the crippled, deaf, and blind--get started in school. These children are seen learning things all children learn and playing games all children play, but in ways adapted to their specific conditions. A simple poetic commentary, spoken from the point-of-view of the children describes how impaired sensory modes or physical abilities can be supported by others, and how braille, lip-reading, physical therapy and other techniques figure in the learning process. Basically this film is less clinical than spiritual as its subject is the struggle of children who are determined to learn, move, and grow in spite of impairments and disabilities. Its subject is really courage--a courage that communicates to other children and to adults equally and immediately. Emphasis throughout the film is upon each youngster's abilities as shown through their active participation in playground, outdoor, ball, nature, arts and crafts activities. Ways these children look upon themselves are expressed in the film's final scene by a blind girl who says, "We can read, we can learn, we can grow!"

120. Who Handicaps the Handicapped (16mm, sound, black/white, 14 minutes).
Frances Brush, University of Portland, Portland, Oregon 97203.

Children with various handicapping conditions, including cerebral palsy, muscular dystrophy, and hip disorders are shown in a variety of basic movement activities. The film focuses on individual students as each is helped to develop his full movement potential.

121. Why Billy Couldn't Learn (16mm, sound, color, 40 minutes).
California Association for Neurologically Handicapped Children, P.O.
Box 604, Main Office, Los Angeles, California 90053.

This film shows neurologically handicapped children in classroom and playground situations; it highlights characteristics of these children and their learning problems. Filmed at Palos Verdes Unified School District (Southern California) it focuses on diagnosis and teaching

techniques used in a special classroom for educationally handicapped children. There are many fascinating and thought-provoking scenes; things are left unsaid or are only suggested so the film does not overpower the viewer. The film is dedicated to finding better ways of doing things for neurologically handicapped children so each has opportunities to become as independent as possible and to grow into a rewarding adult.

122. Why Exercise (16mm, sound, color, 12 minutes).*
Associated Film Services, 3419 Magnolia Boulevard, Burbank, California.

Provides ideas on values of muscular activity. Emphasis is on the fact that the human body makes adaptations to the exercise demands placed upon it, and that these adaptations are in the form of increased strength, greater endurance, and improved flexibility. The film demonstrates types of activities which develop each of these elements of fitness. Animated portions show how posture is maintained and how movement of the body is achieved through the pulling action of muscles on bones.

123. You're It (16mm, sound, color, 25 minutes).
Alden S. Gilmore or Thomas A. Rich, MacDonald Training Center, 4424 Tampa Bay Boulevard, Tampa, Florida 33614.

This film emphasizes the importance of recreation as a means of educating mentally retarded children. Specific examples of how participation in recreational programs can contribute to physical growth, social development, more productive use of leisure time, and vocational placement are discussed. Methods of working with retarded youngsters in recreational programs, along with teaching hints and suggestions are important inclusions. Retarded youngsters of all ages are shown participating in a variety of activities--e.g., hide and seek, softball, cheerleading, camping, swimming, dancing, square dancing, table tennis, pool, arts and crafts, and in passive activities as watching television and listening to music.

ADDENDUM

Innovative, Inventive, Homemade, and Inexpensive Equipment for Physical Education and/or Recreation Programs for Mentally Retarded and Handicapped Participants. (35mm slides).

American Association for Health, Physical Education, and Recreation,
1201 16th Street, N.W., Washington, D.C. 20036.

Four slide programs--(1) Innovative, Inventive, Homemade, and Inexpensive Equipment, (2) Balance Activities, (3) Tire Activities, (4) General Activities for Gymnasium, Playground, Camp, and Classroom--are available on free loan. Since requests for these slide programs are great, send three alternate dates to facilitate scheduling.

ADDITIONAL PUBLICATIONS AND SOURCES FOR AUDIO-VISUAL MATERIALS

New films and other audiovisual materials dealing with physical education, recreation, and related areas for impaired, disabled, and handicapped participants are released regularly from many different sources. The staff of the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped will continually review materials and make periodic additions to this Guide.

Data about appropriate audiovisual materials are also included on information sheets and in other materials related specifically to various handicapping conditions or different activities. Films are reviewed in publications and periodicals of various organizations and agencies and can be found in special and/or regular publications and catalogs of film companies, commercial distributors, governmental agencies, professional associations, and volunteer groups. Film theaters are regularly held at national conferences of associations such as the Council for Exceptional Children (1411 Jefferson Davis Highway, Arlington, Virginia 22202); Association for Children with Learning Disabilities (2200 Brownsville Road, Pittsburgh, Pennsylvania 15210); Rehabilitation International (219 E. 44th Street, New York, New York 10017). Many local and state public health offices, public libraries, mental retardation agencies, mental health organizations, school systems, and community and state colleges or universities sponsor audiovisual centers and distribute films dealing with special populations.

To obtain additional information and announcements about new film and audiovisual releases readers should become acquainted and conversant with general catalogs and materials of various groups, companies, and associations that deal directly and/or indirectly with this area. Representative of such publications and resources are:

Annotated Bibliography on Perceptual-Motor Development. American Association for Health, Physical Education, and Recreation, 1201-16th Street, N.W., Washington, D.C. 20036

Publication includes listing of films on perceptual-motor programs and activities with brief description of each. This listing can also be found in Foundations & Practices in Perceptual Motor Learning--A Quest for Understanding (Washington, D.C.: AAHPER, 1971, \$3.95).

Audio-Visual Media and Materials on Mental Retardation. National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011, \$.50.

Listing of available films and other audiovisual materials dealing with mental retardation includes a brief annotation of each; this guide was prepared and designed by practitioners in the field.

The Best of Challenge, Volume I. American Association for Health, Physical Education, and Recreation, 1201-16th Street, N.W., Washington, D.C., 20036, \$2.50.

Compilation of Volumes I through V (December 1965-May 1970) of Challenge. Volume I of Outlook (December 1969-April 1970); both newsletters deal with various aspects of physical education, recreation, and related areas for impaired, disabled, and handicapped participants and include sections with annotated film and audiovisual listing. (Outlook is no longer published.)

The Best of Challenge, Volume II. American Association for Health, Physical Education, and Recreation, 1201-16th Street, N.W., Washington, D.C., 20036. (To be released in September 1973.)

Compilation of Volumes VI through VIII (September 1970-May 1973) of Challenge contains a section with annotated film and audiovisual listings.

CANHC-GRAM. Newsletter. California Association for Neurologically Handicapped Children, 11291 McNab Street, Garden Grove, California 92650.

A section on films and audiovisual aids is included in each issue. CANHC can also provide additional information about audiovisual materials.

Catalog of Audio-Visual Aids for Counselor Training in Mental Retardation and Emotional Disability. The Devereux Foundation, Devon, Pennsylvania 19333.

This annotated listing of audiovisual materials includes those felt to be most appropriate for use in university counselor-training programs and in agency in-service training programs preparing staff to work with mentally and/or emotionally handicapped persons.

Catalog of Captioned Films for the Deaf (Educational Films). The Educational Media Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Annotated listing of educational films available through Media Services and Captioned Films of Bureau of Education for the Handicapped contains both subject and alphabetical title sections.

Challenge. American Association for Health, Physical Education, and Recreation, 1201-16th Street, N.W., Washington, D.C. 20036, \$4.00 per year for five issues.

Bi-monthly newsletter dealing with all aspects of health, education, physical education, camping, outdoor education, sports/athletics, dance,

perceptual-motor development, and related areas for impaired, disabled, and handicapped participants with special emphasis on programs and activities for mentally retarded persons; includes annotations of films and other audiovisual materials.

Directory of Films, Slides, Audiotapes and Records on Minimal Brain-Injured and Related Areas. Canadian Association for Children with Learning Disabilities, Suite 318, 88 Eglinton Avenue East, Toronto, Canada, \$1.00.

Compilation by volunteers who searched available audiovisual materials; directory is continuously updated.

Educators Guide to Free Films. Educators Progress Service Inc., Randolph, Wisconsin 53956

Contains descriptions by title and subject indexes. Many films rented to schools by other agencies are free from sources listed in this guide. Listings are updated annually to include new materials. Guide to Free Filmstrips and Guide to Health, Physical Education, and Recreation Materials are also available through this service.

Film Catalog. Georgia Department of Public Health, 47 Trinity Avenue, S.W., Atlanta, Georgia 30334.

Catalog of free health films includes a section on mental health and mental retardation.

IMC/RMC Network Professional Film Collection. CEC-ERIC Information Center, 1411 South Jefferson Davis Highway, Suite 9001, Arlington, Virginia 22202.

Result of cooperative efforts by Instructional Materials Centers (IMC's) and Regional Materials Centers (RMC's) to create one standard, comprehensive listing of films available throughout the Network. Contains annotated listing of films and the center from which each is available.

Note: Each Center in the network continually updates its film listings; contact the center serving your state (see listing below) to obtain information about holdings.

Instructional Materials Centers

Instructional Materials Center for
Special Education
University of Southern California
1031 South Broadway
Los Angeles, California 90051

Regions Served

Arizona, California, Nevada

Instructional Materials Centers

Rocky Mountain Special Education
Instructional Materials Center
Colorado State College
Greeley, Colorado 80631

Instructional Materials Center for
Handicapped Children and Youth
Office of the Superintendent of
Public Instruction
726 South College Street
Springfield, Illinois 62706

Special Education Instructional
Materials Center
University of Kansas
1115 Louisiana
Lawrence, Kansas 66044

University of Kentucky Regional
Special Education Instructional
Materials Center
641 South Limestone Street
Lexington, Kentucky 40506

New England Materials-Instruction
Center
Boston University
704 Commonwealth Avenue
Boston, Massachusetts 02215

USOE/MSU
Instructional Materials Center for
Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Special Education Instructional
Materials Center
New York State Education Department
55 Elk Street
Albany, New York 12224

Northwest Regional Special Education
Instructional Materials Center
University of Oregon
Clinical Services Building
Eugene, Oregon 97403

Regions Served

Colorado, Montana, New Mexico,
Utah, Wyoming

Illinois

Iowa, Kansas, Missouri,
Nebraska, North Dakota,
South Dakota

Kentucky, North Carolina,
Tennessee, West Virginia

Connecticut, Maine,
Massachusetts, New Hampshire,
Rhode Island, Vermont

Indiana, Michigan, Ohio

New York

Alaska, Florida, Georgia,
Mississippi, South Carolina,
Puerto Rico, Virgin Islands

Instructional Materials Centers

Special Education Instructional
Materials Center
University of Texas
2613 Wichita Street
Austin, Texas 78712

Mid-Atlantic Region Special Education
Instructional Materials Center
George Washington University
Washington, D.C. 20006

Special Education Instructional
Materials Center
University of Wisconsin
415 West Gilman Street
Madison, Wisconsin 53706

Instructional Materials Reference
Center
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Regional Media Centers

Midwest Regional Media Center for
the Deaf
University of Nebraska
Lincoln, Nebraska 68508

Northeast Regional Media Center for
the Deaf
University of Massachusetts
Amherst, Massachusetts 01002

Southern Regional Media Center for
the Deaf
College of Education
The University of Tennessee
Knoxville, Tennessee 37916

Regions Served

Arkansas, Louisiana, Oklahoma,
Texas

Delaware, District of Columbia,
Maryland, New Jersey, Virginia,
Pennsylvania

Minnesota, Wisconsin

Regions Served

Illinois, Indiana, Iowa,
Michigan, Minnesota, Kansas
Missouri, Nebraska, North
Dakota, South Dakota,
Wisconsin

Connecticut, Delaware,
District of Columbia, Maine,
Maryland, Vermont,
Massachusetts, New Jersey,
Pennsylvania, New Hampshire,
Rhode Island

Alabama, Arkansas, Florida,
Georgia, Kentucky, Louisiana,
Mississippi, North Carolina,
Ohio, Puerto Rico, South
Carolina, Tennessee, Virgin
Islands, Virginia, West
Virginia

Regional Media Centers

Southwest Regional Media Center for
the Deaf
New Mexico State University
P.O. Box 3AW
Las Cruces, New Mexico 88001

Regions Served

Alaska, Arizona, California
Colorado, Hawaii, Idaho,
Montana, Nevada, New Mexico,
Oklahoma, Oregon, Texas,
Utah, Washington, Wyoming

Mental Retardation Film List. Division of Mental Retardation, Social
and Rehabilitation Service, National Medical Audiovisual Center, U.S.
Department of Health, Education, and Welfare, Washington, D.C.

Resource listing of selected audiovisual materials for use in
mental retardation education programs. Films for use by the general
public are grouped under heading of nonprofessional and include nature
of mental retardation, its causes, general treatment, and prevention.
Other films dealing with specific aspects of diagnosis, clinical treat-
ment, rehabilitation, and control are listed in the professional section.
Films are listed alphabetically in the descriptive sections and in the
title index.

Mental Retardation Films. Parsons State Hospital and Training Center,
2601 Gabriel, Parsons, Kansas 67357,

Listing of 16mm films on mental retardation is an outgrowth of
the International Film Festival on Mental Retardation. Each film
was checked to determine its direct relationship to the field of
mental retardation and to eliminate films dealing with subjects
peripheral to the field.

National Audiovisual Center. National Archives, Pennsylvania Avenue at
8th Street, N.W., Washington, D.C. 20004.

Operates search service to locate source of distribution of any
film when title is provided.

Psychological Cinema Register--Films in the Behavioral Sciences. Audio-
Visual Service, The Pennsylvania State University, University Park,
Pennsylvania 16802.

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